

Unit Plan Causes of the Civil War

Click on any descriptive text, then type your own.

Unit Author	
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School District	MSAD #21
School Name	Dirigo High School
School City, State	Dixfield, Maine
Unit Overview	
Unit Title	
<i>A descriptive or creative name for your unit</i>	
Unit Summary	
<i>A concise overview of your unit that includes the topics within your subject that will be covered, a description of the main concepts learned, and a brief explanation of how the activities help students answer the Content, Unit, and Essential Questions</i>	
Subject Area	
<i>The subject area you are specifically targeting for the unit (addressed in the standards, objectives, and procedures)</i>	
Grade Level	
<i>The targeted grade level(s) for the unit</i>	
Approximate Time Needed	
<i>Example: 8 50-minute class periods, 6 weeks, 3 months, etc.</i>	
Unit Foundation	
Targeted Content Standards and Benchmarks (Maine Learning Results 2008)	
<p>D.2 Individual, Cultural, International, and Global Connections in Geography (A. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects)</p> <p>E.1 Historical Knowledge, Concepts, Themes, and Patterns (B. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and the future.</p> <p>E.1 Historical Knowledge, Concepts, Themes, and Patterns (D. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p>	
<p>Dirigo High School Missions Statement Objective:</p> <p>The student demonstrates clear and effective communication through oral, written, visual, performing and technological modes of expression. The student uses evidence and logic appropriately and uses a variety of modes of expression.</p>	

Student Objectives/Learning Outcomes	
<ol style="list-style-type: none"> 1. Explain how Southerners viewed slavery. 2. Identify similarities and differences between the North and the South before the Civil War. 3. List and explain the events that led to the annexation of Texas. 4. Describe the reasons for the Mexican War. 5. Defend why the Wilmot Proviso led to conflict with Mexico. 6. Explain what was accomplished by the Compromise of 1850. 7. Justify Stephen Douglas's proposal of the Kansas-Nebraska Act. 8. Explain why violence erupted in Kansas in the mid-1890s. 9. Summarize how slavery affected national politics in this period. 10. Describe the problems caused by the Lecompton constitution. 11. List the important issues discussed in the Lincoln-Douglas debate. 12. Explain how John Brown's raid increased tensions between the North and the South. 13. Label the election of 1860 and explain how it demonstrated a split between the North and South. 14. List the concerns of the Lower South that led to secession from the Union. 15. Identify the event that started the Civil War. 	
Curriculum-Framing Questions	
<p>Essential Question</p> <p>Unit Questions</p> <p>Content Questions</p>	<p>What is the cost of Freedom?</p> <p>Could the Civil War have been avoided?</p> <p>Who was to blame for the Civil War?</p> <p>How did the South's view of slavery differ from the North?</p> <p>How was the North and South similar and different before the Civil War?</p> <p>What events lead to the annexation of Texas?</p> <p>What events lead to the Mexican War?</p> <p>How did the Wilmot Proviso lead to the Mexican War?</p> <p>What was the effect of the Compromise of 1850?</p> <p>Why did Stephen Douglas propose the Kansas-Nebraska Act? What was the outcome of the proposal?</p> <p>What lead to "Bleeding" Kansas?</p> <p>How did the issue of slavery effect politics?</p> <p>What was the Lecompton Constitution? Why was there controversy over its creation?</p> <p>What issues were debated in the Lincoln-Douglas debate?</p> <p>What was the effect of John Brown's raid?</p> <p>Why was the Election of 1860 a cause of the Civil War? What did it demonstrate about the country at that time?</p> <p>Why did the Lower South break away from the Union after Lincoln's election?</p> <p>What event started the American Civil War?</p>
Assessment Plan	
Assessment Timeline	

Assessment Summary

Describe the assessments that you and your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning throughout the learning cycle. These might include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning, and rubrics. Also describe the artifacts of student learning that you assess, such as product presentations, written documents, or performances and the assessments you use. Describe in the Instructional Procedures section who uses the assessments, how they are used, and where they occur.

Unit Details

Prerequisite Skills

Conceptual knowledge and technical skills that students must have to begin this unit

Instructional Procedures

A clear picture of the instructional cycle. A description of the scope and sequence of student activities and an explanation of how students will be involved in planning their own learning.

Accommodations for Differentiated Instruction

Resource Student

Describe accommodations and support for students, such as extra time for study, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists. Also describe modifications in how students express their learning (example: oral interview instead of a written test).

Nonnative English Speaker

Describe language support, such as English Language Learner (ELL), instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.

Gifted Student	<i>Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects.</i>
Materials and Resources Required For Unit	
Technology – Hardware (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera	<input type="checkbox"/> Laser Disk
<input type="checkbox"/> Computer(s)	<input type="checkbox"/> Printer
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Projection System
<input type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner
<input type="checkbox"/> Internet Connection	<input type="checkbox"/> Television
<input type="checkbox"/> VCR	<input type="checkbox"/> Video Camera
<input type="checkbox"/> Video Conferencing Equip.	<input type="checkbox"/> Other
Technology – Software (Click boxes of all software needed.)	
<input type="checkbox"/> Database/Spreadsheet	<input type="checkbox"/> Image Processing
<input type="checkbox"/> Desktop Publishing	<input type="checkbox"/> Internet Web Browser
<input type="checkbox"/> E-mail Software	<input type="checkbox"/> Multimedia
<input type="checkbox"/> Encyclopedia on CD-ROM	<input type="checkbox"/> Web Page Development
<input type="checkbox"/> Word Processing	<input type="checkbox"/> Other
Printed Materials	<i>Textbooks, curriculum guides, story books, lab manuals, reference materials, etc.</i>
Supplies	<i>Essential items that have to be ordered or gathered to implement your unit and are specific to the course of study. It is not necessary to include everyday items that are common to all classrooms.</i>
Internet Resources	<i>Web addresses (URLs) that support the implementation of your unit</i>
Other Resources	<i>Field trips, experiments, guest speakers, mentors, other students/ classrooms, community members, parents, etc.</i>

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